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ABSTRACT

This description of the distinguishing characteristics, criteria, and responsibilities of a true profession provides an analysis of the traits attributed to professional services by society in the hope that librarians will use them to improve the status of their field. Chapters examine the following topics: the meaning of the term profession, intellectual activity, the closely-knit professional organization with an altruistic philosophy, education, standards, code of ethics, service over personal gain, life career, research, continuous professional development, social necessity, recognition by the public, standardized terminology, and characteristics of library work. A list of related publications for librarians is included. (FM)

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CRITERIA FOR IMPROVING

THE

PROFESSIONAL STATUS

OF

LIBRARIANSHIP

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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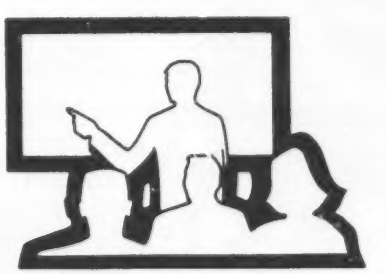

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EVALUATION OF LIBRARIANSHIP AS A TRUE PROFESSION

Professional Criteria	Degree of Professional Maturity		
	Low	Average	High
1. Specialized Training in Accredited Graduate School (Professional Degree)			X
2. Intellectual Activity (Mental Rather Than Physical)		X	
3. High Standards for Admission, Internship, Certification & Licensure (Board Exam)		X	
4. Social Necessity		X	
5. Closely-Knit Professional Organization (One Voice & Restricted Membership)			X
6. Body of Theoretical Knowledge (Scientific Justification of Methods)	X		
7. Altruistic (Service Rather Than Monetary Gain)		X	
8. Code of Ethics (Self-Governing)			X
9. Public Image & Recognition (Social Status)	X		
10. Lifetime Dedication		X	
11. Multi-Disciplinary Requiring Liberal Education			X
12. Techniques Based on Principles		X	
13. Body of Standardized Terminology		X	
14. Integration of Theory & Practice	X		
15. Affects People Rather Than Things			X
16. Research in Theory & Method		X	
17. Independent Judgment	X		
18. Knowledge & Skill Inseparable		X	
19. Function, Nature & Scope Defined			X
20. In-Service Continous Growth of Members		X	

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Foreword

The criteria essential to the defining of a true profession represent the steps an occupation must follow to raise its professional status. Every worker in every field, including librarianship, can become more professional by learning and striving for the traits and characteristics of the three traditionally recognized professions; namely, medicine, law, and theology.

Hopefully, the information in this book will help raise the professional status of librarianship. Its purpose is to describe the distinguishing characteristics, criteria and responsibilities of a true profession, offering a goal for which all librarians can strive.

Other than the presentation of an evaluation form, no serious attempt is made to currently evaluate and justify the professional status and public image of librarianship. Rather, the book analyzes what society considers to be the most important characteristics of its most highly-valued professional services.

These characteristics are something librarians can use for comparison purposes. They are worthy of thoughtful review by every librarian interested in improving the status of his field. The status of any occupation is raised only by its members clearly recognizing the nature of professional life, and by insisting upon a level of performance beyond reproach.

In a society where greed is so prevalent, where so many people are demanding large wage increases regardless of productivity or quality of performance, and where so many workers tend to equate worth of services with how much money they make, there is need to review and re-emphasize the value of professionalism in the workplace. The constant striving for more money is not an end in itself and is not the most satisfying aspect of professional work. Experience shows that higher economic rewards do not result in a higher degree of professionalism in any field. The emphasis needs to be on performance not money.

For those librarians interested in other material related to this subject, the author makes available three books titled: "Management Concepts for Improving Libraries" (40p., 1979, $3.95 pap.); "Creativity for Librarians" (39p., 1973, $3.00 pap.); and "Library Job Descriptions" (42p., 1973, $3.00 pap.).

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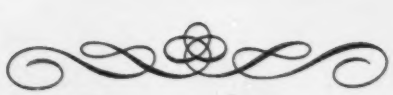

A great deal has been written about professions and what they are. Although no two writers define a "profession" in the same exact manner, or with the same amount of thoroughness, there is notable agreement on certain characteristics which distinguish the professions from other occupations. This book sets forth and describes a standard set of essential criteria acceptable to most writers in the field.

One important distinction should be recognized at the outset. The "criteria" of a profession are the essential entrance requirements, so to speak, for vocations striving to become professional. These criteria represent the status of the most highly recognized professions; namely, theology, medicine and law. The "responsibilities" of a profession refer to the role of a professional worker in society, and are imposed on the practitioner by the high status of the profession. Such responsibility is accepted in return for the prestige and privilege which accompanies professional status. When a practitioner exercises the rights and duties of his profession, he is performing his role as a professional worker.

ANALYSIS OF THE TERM "PROFESSION"

Historically and traditionally speaking, theology, medicine, and law have long been recognized as the truly great professions. Few people in our society will question that members of these three groups belong to distinguished and honorable professions. Today, however, there are many other areas, including librarianship, taking on the general characteristics of a profession and claiming to be professions.

The fact that librarianship is recognized as a profession by various groups and associations does not, of course, mean that the vocation is a profession in the true meaning of the term. It simply means that librarianship qualifies as a profession under certain agencies' definitions of the term, whether the term be used loosely or in a strict sense.

The degree of professional status attained by any particular occupation varies considerably and significantly. For example, such a difference is rather obvious when athletes are compared with physicians. To consider a group as professional because its members are no longer "amateur" and devote their full time to an activity, weakens the term's meaning to the point where it is almost worthless. The same term used to describe the physician should not be used to describe the golf player who has lost his amateur standing, or the musician to whom music is somewhat more than an avocation.

What is called for is that the genuine professions demonstrate such a consistently high order of professional behavior that ultimately every inappropriate assumption of the title will appear nonacceptable. Consequently, the unqualified person will either work to achieve genuine professionalism or retire from the field.

The wide difference in meaning and interpretation, and the ambiguity of the term, can readily be seen by comparing definitions of the term set forth by different authors in the field. Consider key thoughts in the typical definitions given below:

1. A vocation founded upon prolonged and <u>specialized</u>

training which enables a particular service to be rendered.

2. An occupation involving relatively long and specialized preparation on the level of higher education and governed by a special code of ethics.

3. A relatively specialized group doing a service which is aimed particularly at maintaining and promoting the welfare of the public.

4. An occupation based upon specialized education, skills and techniques governed by general principles of action, and a special code of ethics.

5. An occupation that properly involves a liberal education or its equivalent, and mental rather than manual labor.

6. A calling or occupation, or vocation which requires of its practitioners specialized knowledge acquired through higher learning and used primarily to serve others. It implies a personal relationship between the practitioner and the individual using his services, frequently of a confidential or privileged character.

7. A group of men and women who develop conscious standards of work to which they hold themselves and one another responsible.

8. A calling in which one professes to have acquired some special knowledge used by way either of instructing, guiding, or advising others, or of serving them in some art.

9. A vocation whose practice is founded upon an understanding of the theoretical structure of some department of learning or science, and upon the abilities accompanying such understanding. This understanding and these abilities are applied to the vital practical affairs of man. The practices of the profession are modified by knowledge of a generalized nature and by the accumulated wisdom and experience of mankind, which serve to correct the errors of specialism. The profession, serving the vital needs of man, considers its first ethical imperative to be altruistic service to the client.

10. A particular type of calling characterized by

considerable social power and high social status; e.g., medicine, law, divinity, university teaching, engineering, etc., and a marked degree of institutionalization. It is characterized by a high degree of technical skill, entailing specialized preparation generally at recognized institutions of learning, official regulation and licensure, a strong feeling of class honor and solidarity, manifested in vocational associations to secure monopoly of the service, and in codes of ethics enjoining their responsibilities of the profession to the collective it serves.

11. A vocation in which the following conditions exist: (1) pursuit of the vocation demands the practitioners acquire intellectually-based techniques; (2) practitioners assume a relationship of responsibility toward clients; (3) practitioners are organized into responsible associations which set standards for admission to practice and exert control over the actions of their members through codes of ethics.

Some observers flatly deny the possibility of formulating a satisfactory definition of the term. One author, for example, writes: "There is no accepted definition of a profession. Interpretation of such a concept is a matter of personal temperament." Despite this view and the thought that to define the term is to invite controversy, a comprehensive definition formulated by the writer will be used for purposes of this work. The objective is to gain creative value from the definition.

None of the definitions given above is thorough enough to be used. Not one of them mentions or describes even half the major factors that explain why a vocation is classed as a profession. Therefore, the logical procedure to follow in order to approach a standardized and acceptable definition of the term is to examine the criteria of the three most highly and traditionally recognized professions; i.e., theology, medicine, and law. Those of us in the field of librarianship

are interested in being recognized as a profession only if the term is limited to activities possessing these criteria. Librarians want to be professional in the same sense which the physician and lawyer are professional, and not the baseball player.

Criteria of a Mature Profession.--Originally the term "profession" meant an acknowledgment or declaration, and referred to the vow taken by a monk. At that time, religion was the only profession. The term comes from "profess," which means to confess religious belief or conviction. A deeper root of the word relates to the word "priest." Applying both ideas it can be deduced that the oldest profession is priesthood, which claims the professed knowledge, power, and ability to intercede between ordinary men or things and beings extra-ordinary or divine. Members of this group profess or attempt to do things for, with, or to ordinary men that they cannot do for themselves, or cannot do as well as the priest.

The term still connotes a body of specialized knowledge and skills. However, it means much more than this as can be seen by the criteria listed below. This list, which incorporates the key thoughts of over 220 articles on the subject, presents a thorough summarization of the essential (although debatable) characteristics of a true profession. The degree to which the criteria set forth below are attained by a given vocation is the degree of professional maturity attained by that vocation.

Criteria Denoting Professional Status

1. A profession has a distinctive, systematic and

defined body of highly specialized professional knowledge, including theory, of a department or division of learning, scientifically organized, developed and recorded, and giving the profession an easily maintained monopoly of its service.

2. The intellectual equipment of the practitioner is multi-disciplinary, transcending the boundaries of a single intellectual discipline.

3. Initiation, stimulation, and support of programs of research in theory and method related to the services of the profession are continuously carried on by the group for the purpose of extending its specialized body of knowledge.

4. Raw material for the profession is derived from science and learning.

5. A profession requires, in addition to a formal liberal education, extended professional preparation involving a recognized educational process for acquiring the requisite specialized knowledge and professional degree, which serves to sharply define the group.

6. Knowledge (learning) and skill (practice) of its use are inseparable.

7. Practitioners serve the indispensable and beneficial needs of society by creative and practical application of scientific principles, and specialized knowledge and skills.

8. Each member is guided by and dedicated, for the major part of his lifetime, to the humanitarian principle of service rather than personal gain, and recognizes his large personal responsibility and obligation to society because of his specialized knowledge and skill.

9. A profession, as a whole, is altruistic in nature, placing the welfare of society above the interests of its members and feeling obligated to give more service than is required by law.

10. Dealing directly with people and identifying himself with their goals, the professional practitioner affects human beings rather than things.

11. A profession's activities, which involve independent discretion and professional judgment,

are essentially on a highly intellectual plane, and its techniques are based on principles rather than rule-of-thumb mechanical procedures.

12. Practically all members of the profession belong to and support a strong, closely-knit professional organization, which serves as the one voice for the profession to influence public policy in its field, and control and protect its membership.

13. A profession establishes and continuously strives to raise its own high standards, including those for selection, training, admission and licensure or certification of personnel, and the accreditation of professional schools.

14. A profession adopts and enforces a code of ethics and philosophy.

15. A profession affords a life career and permanent membership.

16. A profession is legally recognized and publicly accepted.

17. A profession demands continuous in-service professional growth to increase the competence of its members.

18. A profession has an acceptable body of standardized terminology.

19. A profession's function, along with its nature and scope, is clearly defined and identified.

Thus, an acceptable present-day definition states that a "profession" is an occupation or a calling having, to a large degree, each of the characteristics listed above. To the extent that librarianship, or any other vocation, exhibits these characteristics, it can with more assurance claim professional status. The definition, incidentally, is not designed to apply to librarianship any more than to any other vocation.

It is well to note that the profession of medicine began with few of these marks of professional status. Starting as a

trade it evolved through the progressive elevation of standards to the status of a profession. In its early years, almost anyone who chose to follow medicine could do so by simply setting himself up in business. A little reading, a brief period of apprenticeship, or a combination of the two, was all that was required in the way of preparation. Entrance requirements, a prescribed pattern of preparation, selective admission, legal certification, a code of ethics, standards for the preparing schools, professional pride, and other professional characteristics either did not exist or were extremely superficial in nature.

The phrase "practice of medicine", common not too many years ago, originated because the preparation of many doctors consisted of reading a number of medical books or completing a year in medical school. During this early period, doctors learned their profession essentially by practice; that is, by trial and error at the expense of patients.

All this is to say that the medical field's high professional status has been attained through a long period of evolution. Librarianship, although not in the same stage of development as medicine, is following a similar pattern of development.

INTELLECTUAL ACTIVITY

Admittedly, many of the above characteristics apply equally as well to the crafts and trades as to the professions. For example, the skilled trades such as carpentry, plumbing, bookkeeping and stenography all (1) have a definite purpose and are expected to contribute to public service, (2) have status as a lifework, (3) have organizations of expression, (4) require

recognized standards of abilities and workmanship, (5) enforce codes of ethics through union or other labor organizations, and (6) possess a technique communicable through education and training.

However, a major difference between the trade and profession exists in terms of the extensiveness and depth of knowledge and study required. A trade makes use of a body of manual and intellectual skills, but these skills can be learned by the individual rather quickly through apprenticeship with a master craftsman. There is little necessity for complex understanding of the theory underlying the skill. The stenographer learns to take shorthand in a rule-of-thumb, mechanical fashion by memorizing and writing characters. She learns how to make the characters but it is not necessary for her to know why they are made in that particular manner. Her materials are largely standardized and job conditions do not vary significantly from day to day. Although her work involves some fairly complex tasks, the routine skills she uses can be acquired in short time and by any person of ordinary intelligence. She need not have knowledge to create the theoretical foundation upon which her skill is based.

The professional person, however, not only masters precise skills and applies them, but he also makes an elaborate study of the theory upon which the rule-of-thumb and system are based. Should it become necessary, he could reconstruct a new system from his knowledge of scientific theory.

His techniques of operation are based upon principles rather

than rule-of-thumb procedures. The application of these principles and concepts necessitates an analysis of the particular problem to identify the unique aspects which require adaptation of the principles. This adaptation is an artistic task involving individual judgment and imagination as well as skill. A skilled trade does not demand this type of intellectual operation. Whenever the professional person meets his everyday tasks in terms of routine performance, the occupation no longer is a profession for him. He must draw upon principles in order to deal with the unique problems encountered.

Thorough understanding of theoretical foundations is gained only through extended professional education, involving attendance in technical and professional schools and additional years of internship. The medical profession, for example, can be entered only after the individual completes a prescribed undergraduate college program, three or four years of professional medical education, and a year or more of internship in an approved hospital, clinic, or research institute. Librarianship is gradually setting up similarly rigorous requirements.

To say that professional work is essentially intellectual rather than manual in character is not to say that crafts and professions differ in that one is manual and the other mental. Neither is it to say that a profession does not involve as much manual activity as the trade, nor that the trade does not involve any intellectual activity. Few occupations require one type of activity to the exclusion of the other. The surgeon and the plumber alike use both their heads and their hands. There is a

difference, however, in terms of the type and amount of intellectual activity involved.

It is true that skill is characterized by a certain automaticity that obviates the need of conscious attention and thought to the details of action, but it is not entirely true to say that the craft relies on skill while the profession subordinates skill to knowledge and judgment. To be sure, there is a skill element in every profession as well as in every craft. Insofar as the professional employs skill he, no less than the craftsman, appreciates the automatic smoothness of his skillful acts. As for muscular exertion, the dentist or surgeon may exert more than the typist or machinist.

The craftsman cannot, any more than the professional, dispense with knowledge and judgment. He must use judgment and make decisions as to how and when to use his knowledge. If an occupation requires nothing more than automatic motions, then it most certainly cannot be dignified by the name of craft.

The role of theory and the degree to which both theory and practice are united in the worker are major factors distinguishing the profession from the craft. A plumber is guided by knowledge that has come from long trial-and-error experience. He performs a certain job in a certain manner because his superior taught him to do it that way. The "why" or scientific justification of the method need not be known to him.

Professions also use this kind of empirical know-how but a body of theory is available to justify most activities. A particular drug that brings about good results may be administered

without the doctor always knowing why or how the results are achieved. Likewise, lawyers have tricks of the trade for which success is the only justification. However, as a profession grows in stature there also grows a body of knowledge that provides a more valid theoretical justification for the act. Whether an occupation can become a profession depends, therefore, on whether there is or can be a body of theory to rationalize its practice. The fact that the ability to master theory is relatively rare provides the occupation with additional prestige.

Medicine was a craft so long as it was confined to trial-and-error knowledge. Not until chemistry, biology, anatomy, physiology, and bacteriology provided a theoretical foundation for its practice did it become a full-fledged profession. Inter-relationship of various fields provided a broad basis for understanding the particular medical condition of a patient. Similarly, lawyers recognize that legal principles must be viewed in the larger context of economics, politics, and sociology in order that legal decisions are not isolated from the broad context in which the client lives and works. Business also is increasingly basing its practice on theory coming from economics, psychology, sociology, computer science, and the physical sciences, and this is a move toward professionalization.

To become professionalized, therefore, an occupation must require that its members master a body of theoretical knowledge as a prerequisite to membership. Evidence to support this statement can be found in the historical backgrounds of medicine, law, and engineering. The amount of formal schooling needed to

qualify for a calling, therefore, becomes a rough measure of the degree of professionalization of that calling.

Professions are, as a matter of history, learned professions; there are no unlearned professions. Professions are learned because they have their roots deep in cultural and idealistic soil. Moreover, professions derive their essential character from intelligence. Of course, the surgeon uses his hands but this is an accident of activity.

Problems dealt with by the professions are both complicated and practical. It is obviously not to be inferred that any profession can be merely academic and theoretical. The intellectual process must, in all cases, be applied to a definite and practical objective.

CLOSELY KNIT PROFESSIONAL ORGANIZATION WITH ALTRUISTIC PHILOSOPHY

In order to accomplish its fullest mission, any profession must have some nationally recognized organization which can and will speak for the profession as a whole. Its authority, of course, springs from and is granted to it by its members. To speak with authority it must include a sufficiently large number of members possessing a common adherence to a set of standards, a code of ethics, and a sincere desire to improve the profession in its rendering of service to the public.

People banded together for a common cause become professional only when they are able to formulate standards which meet the test of a profession, establish criteria for membership in the group, refuse entry of those who fail to meet the criteria, and

provide ways and means of keeping members at a reasonable level of professional performance once they have been accepted. In the seventeenth century when theology, medicine and law were emerging as professions in England, the guilds, or professional groups patterned after the guilds, enforced standards and regulations for their membership.

Every profession is marked by this high degree of brotherhood and solidarity which is based on the common interests and common experiences of its members. They share a common body of knowledge, common purpose, and as a result a strong class consciousness soon develops. Their lives and careers follow courses fixed by the status of the profession itself. No characteristic of a professional person is more evident than his pride in belonging, and his feeling that the profession is a fellowship of service for the general welfare.

Any organization may render itself exclusive simply by establishing standards which must be met before a prospective member is admitted. It may be a matter of setting the initiation fees sufficiently high to allow only the wealthy to become members, as in the case of a country club, or it may be based on location of residence, age, sex, nationality, occupation, or religion.

The professional organization, however, sets a distinctly different kind of criteria for membership. A member must agree to abide by an established code of ethics, agree to a constitution and set of by-laws, and pay initiation and membership fees. In addition, his intellectual attainment must be evidenced by an

academic degree awarded by a recognized school providing professional training.

In the case of medicine and entry into the American Medical Association, the American Board of Examiners, an agency of the profession, establishes its own high standards for a diploma. Applicants for membership in the Association, as well as the American Bar Association, must first fulfill the legal requirement by passing the state board examination. Professional requirements must then be met.

Professional standards for the American Medical Association and American Bar Association are evidenced by (1) the amount of graduate work in terms of years or degrees, (2) the kind of graduate work in terms of the field or approved institution, (3) the amount of experience ranging from one to five years, (4) the kind of experience in terms of some field of specialization, kind of institution, or experience gained under approved supervision, and (5) endorsements from high level members or from employers. The right to establish qualifications for membership is a most precious privilege of the profession, and its maturity is measured, to a large extent, by the degree to which society allows it to regulate such matters for itself.

The major functions of a professional organization may be described as follows:

1. Perpetuate itself to meet the demand for its services -- This involves getting the best people into the profession, constantly reappraising its mission, consistently raising its standards, collaborating inter-professionally, and cooperating with educational institutions. The organization

exerts continuous effort to bring more coordination and continuity into liberal arts, pre-professional and professional subjects, and to prevent compartmentalization as though the subjects had no important relationship. Programs recommended for in-service education assure continued professional growth of its membership.

2. Influence public policy -- Inasmuch as a professional organization is a repository of knowledge about its field, it has both the right and obligation to influence public policy in areas of its concern. The organization seeks to ensure that public policies will help, not hinder, the profession in its service to society. It has been demonstrated that a relatively small but united, single-purpose organization can exert a political influence far out of proportion to its number. This influence is important because the maturity of a profession is measured, to a large extent, by the degree of control it has over its own destiny, and not by its age.

3. Set standards for profession -- A prime function of such an organization is the formulating of standards for admission of members into the profession, and standards of licensing and conduct advancing the social objectives of the group. Not only must a profession walk alone, but it must also do its own walking through the formulation of its own policies. It must police itself by taking punitive action against individual violators of its high standards, and by correcting conditions before public indignation demands action. Certifications, examinations, and licenses required by law provide minimum protection to the public, but the profession itself must control and discipline the unethical practitioners within its ranks. By enforcing high standards the group is recognizing its obligations to society; obligations which grow out of the special qualifications and protected conditions of a monopoly.

Study of the aims and obligations of the medical and law professions reveal some very significant terms. Words such as

those shown below describe fairly well the functions of professional organizations.

Ends Toward Which Action is Directed

Spirit of cooperation; standards and improvement in principles, policies and programs; high educational and research standards; loyalty; ideals of service; high scholarship; leadership; professional ethics; opportunities for service; security; stability; respect; incentives for professional contributions.

Verbs Indicating Positive Action

Foster, maintain, stimulate, promote, strengthen, encourage, practice, support, upgrade, inaugurate, enrich, advance, develop, and elevate.

EDUCATION

A most important distinguishing characteristic of the professional practitioner is his possession of specialized knowledge and skill not common to those outside his profession, and his expert ability to use this knowledge and skill providing a service of unique social value. Acquisition of this special knowledge and skill, in the case of medicine and law, requires not only a broad liberal education but also diligent and rigorous advanced study under the supervision of members of the profession. The objective is to superimpose a specialized approach to the profession on a base of broad general education.

The intellectual equipment of a practitioner is always multidisciplinary. His area of competence always transcends the boundaries of a single intellectual discipline, requiring competence in at least one broad area. Thus, medicine requires knowledge in the physical sciences, biological sciences, and social sciences. Law requires knowledge of history, psychology,

ethics, sociology, government, and economics. Librarianship requires knowledge in the fields of science, psychology, history, philosophy, literature, sociology, and the fine arts. Such courses have relevant implications for any profession.

This emphasis on broad rather than narrow training, including orientation to the past as well as the present, is now producing a quality of professional personnel quite in contrast to the highly specialized technician who knew only his own field, but had no sense of social responsibility nor any degree of vision of his work to the overall operation of world society.

A curriculum in professional education typically includes, in addition to instruction in the techniques and knowledge employed directly in rendering professional service, instruction in the basic sciences and other subjects whose mastery is essential to understanding and learning the techniques of professional subjects. This includes a minimum of instruction in the liberal arts and sciences.

Education for the professions emphasizes complete integration of theory and practice. In nonprofessional occupations there is frequently a wide gap between what an individual knows and that which he does. Knowledge and skill are separable and can be dealt with independently as separate entities. This is not true of a profession, where knowledge and skill are in reality a single entity. They cannot be separated into distinct packages and taught at separate times or in separate situations. The theory gives the explanation by which professional tasks are attacked. Practice provides both the proving ground for

theory and the concrete situations from which theory can be abstracted with meaning. There is no separation.

Without theory, practice becomes chaotic and merely a collection of isolated individual cases. Theory gives meaning and unity to what would otherwise be isolated cases. But without practice, theory becomes mere speculation. Practice provides a check upon pure speculation; a test of the adequacy of theory. It also points out the problems which must be dealt with by any comprehensive theory. Such efforts to connect theory and practice are important contributions to professional education.

To accomplish this, professional schools are increasingly relying on the case method. The student, in order to understand and deal with the case, must bring to bear the theory, concepts, and principles that are basic to issues raised by the case.

One writer sets forth the primary responsibility of a professional school as being one of producing individuals of creative minds who can do original investigative work, extend the boundaries of knowledge, and use primarily the analytic method. Perhaps a more adequate description of the general objectives of a professional education, and one showing why the heart of any profession is its educational system, is as follows:

1. Acquisition of the professed knowledge of a department of learning -- This involves the curricula of both the professional and pre-professional schools. As custodian of this body of knowledge, the profession, as a whole, is pledged to enlarge and improve it through research and scientific observation.

2. Attainment of an understanding of the practical application of this professed

knowledge to the affairs of others -- This entails advising, guiding, teaching, and serving the interests and welfare of others. The content of this part of the curriculum is derived from the systematic collection of data from practitioners, and from the practices and techniques which are effective under certain conditions. Job analysis is used to determine effective practices.

3. Skill in practice of an art based on the professed knowledge and its application -- Facilities as similar as possible to those for actual practice are made available. Included are laboratories, clinics, hospital wards, dispensaries, schools for practice teaching, shops for engineering, public health agencies for public health nurses, and libraries for librarians. The practical application of course content should be mandatory for effective professional education. The chief concern of the practitioner is to make things work; to cure the patient, defend a client, build a bridge, minister to the needy, teach the learner, and serve the intellectual needs of the library patron. His expertness is directed to applying knowledge in the field of action and use.

4. Dedication to the service of others as a guiding principle -- Professional ethics, ideals, codes of honor, and generally accepted employment practices all emphasize the interest of the public, of clients, of patients, of pupils, and of researchers, which must be held paramount by the practitioner.

5. Maintenance of a progressive examining and licensing authority for determining the minimum qualifications for admission to practice -- Professional schools, as well as professional organizations, are involved in setting requirements for licensure. Educational standards set by the school determine, to a large extent, the standards that must be met for the license. Improved education means higher standards for licensure, certification, and accreditation.

The development of the present uniform courses of study

in medical schools is certainly one of the most notable achievements of the profession. Among other things this uniformity facilitates, when necessary, the transfer of students from school to school.

Internship in the medical profession today provides a place for the student to combine theoretical and practical experience. The period of specialized education culminates with an apprenticeship type of experience. The profession itself, through the American Medical Association, assumes a direct educational responsibility by approving and registering hospitals for internship purposes. In addition, the Association contributes to the uniformity of medical education standards by inspecting and accrediting medical schools.

The Council on Medical Education and Hospitals continuously studies the needs of medical education, and sets standards for medical colleges on the basis of such needs. It establishes and enforces standards rigidly, to the extent that any medical school accredited by it has the American Medical Association's stamp of approval. Although frequent criticisms have been voiced against the rigid control of medical education - the contention being that the regulation is based on self-interest rather than the welfare of society - it nevertheless must be conceded that control by the profession itself produces competent practitioners.

STANDARDS

Every profession is dependent on its standards for the quality of service it renders. The carpenter, or craftsman,

determines for himself how much he should know about tools and building plans, and his knowledge is judged by his employer. There is no standardizing agency for the trades. The professional practitioner, however, has a different type of standard to satisfy. His service affects society so significantly that his standard is determined by society at large. The state itself determines the basic professional standards of the physician, lawyer and engineer. Because it is absolutely necessary that the unqualified be eliminated, the state takes action to do it. Should this not be done, the distinction between the layman and the professional is injured, and the profession is reduced to the level of a trade.

The adoption and enforcement of high standards is perhaps the chief means through which an occupation evolves into a profession. High standards contribute to prestige, social recognition, economic status, and community confidence. In the case of all professions, the formulation of standards is the function of the members themselves. Except where state legal agencies do the enforcing, every profession applies and enforces its own standards.

Formal licensure is a national custom of the medical profession. A board of medical examiners determines which medical colleges are approved for entering their graduates in state medical examinations. This same board formulates examination questions, conducts examinations, and grades the papers. On the basis of this examination, the board issues licenses to practice medicine. Dentists, lawyers, and engineers all are

licensed in a similar manner.

The licensing procedure serves to protect the public. It guarantees a minimum of technical skill, helps maintain educational standards, insures adequate disciplinary procedures in cases involving unlawful acts, provides a barrier to inferior practitioners, and places additional responsibilities upon those who graduate from or attend unapproved schools.

The usual procedure of certification is for a state board to be named by law, and given the power to establish regulations, enforce a plan of certification, and issue certificates of different grades. Grades vary according to the qualifications required and place of employment.

CODE OF ETHICS

Ethics originally meant a treatise on morals and specifically referred to the ethical works of Aristotle. It now constitutes the science of ideal human character and ideal human action. It is concerned with human duty, and the nature and laws of human action, from the standpoint of moral obligation.

Inasmuch as ethics involves both opinion and moral action, and inasmuch as moral action relates to conscience, it follows that ethics is "opinion plus conscience." Using conscience as his guide, Polonius set forth an early code which is still quite applicable; i.e., "Above all, to thine own self be true and it must follow as the night the day, thou canst not then be false to any man."

Professional ethics refers to the general principles of right and wrong conduct as applied to the human relationships

and special problems of a profession. Embodied in the profession's by-laws and supplemented by rules, they amount to a concensus of expert opinion as to the approved conduct and human duty involved in a professional calling. They are not focused on dedication to the selfish interests of the group, but rather on high social values. In contrast to law, professional ethics involve different sanctions in that law applies to all people within a territorial district, while ethics are enforceable only against a particular functional group. They differ from general morality in that professional ethics are less personal and individualistic, and less colored by emotions.

The code of ethics, or canons, of a profession is a statement of ideals, principles and standards of professional (as distinguished from personal) conduct approved by the professional group and voluntarily adhered to by its members. It is an important agency for social control. Guides to conduct are especially needed by professional people because they deal directly with others and use predominantly mental and intellectual skills, rather than physical or manual ones. Consequently, the professions take it upon themselves to define "right conduct."

So important are the canons in the legal profession, for example, that members may be disbarred by the American Bar Association and other state bars for violating them. A disbarred member can no longer practice his profession because he is no longer an officer of the court. Cases dealing with the discipline of lawyers involve two distinct characteristics: (1) Those involving conduct demonstrating that the lawyer is one who cannot

properly be trusted to advise and represent clients; and (2) those in which his conduct has been such that to permit him to remain a member of the profession and to appear in court would cast a serious reflection on the dignity of the court and the reputation of the profession.

By establishing a code of ethics, a profession fulfills two basic purposes. First, it derives a set of rules under which its members will be able to provide better service to society and better protection for its members. Secondly, by so doing, it assumes responsibility for assuring the competence of its members and prohibiting a type of conduct that will bring the profession into disrepute.

Members of a profession become committed to certain social values above the selfish ones of income, power, and prestige. The medical code, for example, commits the doctor to the saving of lives and protecting the health of the patient above all material and personal considerations. Similarly, the ethical code for librarianship dedicates the librarian to seek, above all, the enlightenment of his patrons through a sincere, honest search for truth, regardless of its implications.

The idea of ethical standards in medicine, which has perhaps the oldest code among the professions, dates back some 2500 years to the "Oath of Hippocrates." However, the American Medical Association formally adopted its "Principles of Medical Ethics" in 1848. Since that time, numerous revisions have been made.

The need for a code of ethics to be self-imposed is rather obvious. Professional people occupy a unique position of trust.

The layman, lacking skill and knowledge to evaluate the professional service being rendered him, performs an act of faith when he relies on the professional person. His assumption is that his professional adviser is fully competent, that he is motivated by a noble concept of duty, and that he is a person of character who can be safely entrusted with the most intimate and vital information. His confidence is based on his own experiences and the experiences of others.

For a fair appraisal of what he is buying, the layman must depend, to a much greater extent than when he buys ordinary goods and services in the market place, upon the integrity of the professional practitioner. This integrity is not a divisible characteristic. It exists all the time -- not merely now and then -- in the professional person. This is not to say that the member of a profession is specially endowed with an angelic nature, and is devoid of the same inward impulses of other human beings. It is to say, however, that he is strengthened in his resolve to maintain service at a high level through the existence of high standards by which he and his professional colleagues, both past and present, have developed to guide their conduct, and thus justify the public's confidence. He knows that any infraction of such ethical precepts will bring about reprimand or expulsion.

Members of a profession constitute a kind of elite. Society accords them special privileges because of the knowledge they have and the functions they perform. In turn, society expects them to assume special responsibilities. A code of ethics serves

to assure that such responsibilities will be fulfilled. Certainly one of the indications that an occupation is becoming a profession is a concerted movement among members of the occupation to establish and maintain group discipline for the purpose of upholding ethical values to which the occupation gives lip service. Indeed, society would be in a sad state of affairs if the public could no longer place its trust in self-disciplined corps of professional advisers.

The following description, in key-thought format, summarizes professional conduct:

> The professional worker does not require close supervision or direction; directs himself, plans his own activities and works independently; does not regard himself as an employee; regards his superiors as fellow professional workers and they regard him in the same way; does not work by the hour since his service cannot be measured in hours; adjusts his working hours to meet the necessities and responsibilities of his duties, without thought as to overtime; takes full responsibility for the results of his efforts and actions; makes his own decisions and acts upon them; continually seeks self-improvement; contributes to the skill and knowledge of his profession by developing and sharing new ideas, plans and materials; respects the confidence of others; is loyal to his fellow workers and never gossips about them or those he serves; avoids rumors and disregards information received through the grapevine; adjusts his grievances through proper channels and with those authorized to make adjustments; refrains from complaining to others; fulfills completely all moral and legal agreements and obligations; always considers the effects of his actions on the welfare of his fellow-workers; does not advance himself at the expense of others but rather by superior professional performance; always reflects to those outside the profession a pride and satisfaction in his work; devotes his career to the improvement of man's welfare.

SERVICE RATHER THAN PERSONAL GAIN

As mentioned above, the ideal of every profession is public

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service, not monetary gain. Emphasis is on social duty, honorable service, and the public good. Professional conduct means conduct that is determined by high standards rather than by considerations of personal gain. For those who claim to be "professionals," there is this built-in, inescapable responsibility for service above self, for undisputed honesty in thought and performance, and for sincere, earnest and unwavering desire to promote the general welfare.

Professional practitioners would have no patients or clients if this were not the case. Who would engage a doctor or lawyer who was known to put personal gain ahead of service to his patient or client? How could anyone know whether or not to take his advice? If money was the prime objective, then he might be expected to keep his patients sick, or keep his client in litigation. Such a person would not be in business for long because no one would engage him.

Earlier in this book the distinction was made between a profession and a craft. A further distinction can be made in terms of the relationship between the employer and craftsman, and the practitioner and his client. The professional is expected to identify himself with his client's goals and welfare, while the craftsman is expected only to give a standard diagnosis, correct performance, and nothing else. The craftsman is hired at so much an hour or so much a week, just as other commodities are purchased in our economy. If a doctor, lawyer or clergyman quit his project or case when the clock showed five o'clock, or simply because the fee might not be forthcoming, he would arouse

considerable indignation. Solutions to most professional problems cannot be postponed, whereas work beyond the stipulated period is not demanded of the craftsman. Again, this shows that the relation between the professional member and his client is not primarily an economic one.

The achievement of professional objectives brings about a livelihood for the professional worker but this is incidental. Although livelihood is of essential importance to the practitioner, just as it is for anyone else, the income is secondary and comes as a result of service; a residual result. The ethical code of the American Medical Association states that a profession has for its prime object the service it can render to humanity; reward or financial gain should be a subordinate consideration. This, then, describes the professional philosophy -- focus all attention on providing an outstanding service, forgetting about money and material gains, and adequate payment in various forms will automatically follow. Actually, this philosophy is applicable to almost any line of endeavor.

Quality of service, then, not salary, is the measure of success among professional men and women. The librarian, for example, whose library is a dominant force for good in the community, is recognized by his colleagues, other professional workers, and the public as a success. The amount of his salary, the possession of a late model Cadillac, and membership in expensive clubs does not contribute to this recognition.

A question may now arise as to why people enter the professional fields. Certainly it is not for money because many

professions provide only modest or low salaries. Moreover, there are often the eternal risks of operating independently, and for unusually long hours.

Why do certain individuals in our society place such values as achievement, personality development, and contributions to their fellow man, above remuneration? One reason is personal pride. The professional person responds to human needs, and in fulfilling these needs, he receives the supreme delight of knowing that he has not wasted his talents or his short life in fruitless endeavors. For dedicating himself to service he is warmed by the gratitude of those who have turned to him for assistance and not found him wanting.

A second compensation comes from his being able to freely express his unique personality. Although the professions impose certain restrictions upon their members, they require far less in outward conformity than many other pursuits. Medicine, law, and theology all place a premium on independence of spirit, and on loyalty to one's own concept of what is in the best interest of both the client and the public.

Lastly, the professional individual gains great satisfaction from becoming a member of a great family of like-minded people who have inherited a distinguished past and who must, by their present conduct, insure that the heritage will not be diminished for future members of the profession. He willingly assumes part of the responsibility to society of all professions which serve it (society) skillfully, to help mold it wisely, to fill their destined role as society's leaders with purpose, humility and

dedication.

LIFE CAREER

One of the most obvious measures of professional status is the holding power of professions. Medicine, law and theology have great stability which tends to make them life-long occupations for their members.

In choosing work of a professional nature, an individual ordinarily gives the matter long and serious consideration. He undergoes a rigid self-examination as to natural ability, education, and temperamental fitness for the calling. Serious consideration is given to the necessary technical education, the features of the work he likes and those he dislikes, and probable income. After weighing many factors and reaching a conclusion, he realizes the decision made covers the remaining fifty or more years of his life. Such is not the case with a large share of those in the nonprofessional occupations.

RESEARCH

The term "research" is given many different meanings. Many, if not most, of the definitions relate the term to serious study, which involves careful consideration of the validity of data, in an attempt to reach conclusions through the use of reason.

For the professions, however, the meaning of the term is somewhat more exact. They look upon it as a form of human activity whereby answers are sought, with as great an approximation of truth and accuracy as human knowledge makes possible, to basic or fundamental questions concerning the phenomena of the universe. Research for the professions is not concerned with

the unimportant and insignificant. Neither is it simply a matter of fact-finding. Its end is the advancement of human understanding, and it accomplishes this through the application of certain accepted methods or procedures which, in the light of experience, seem most likely to produce truthful results.

Some individuals may consider the building of a new piece of library equipment, or the designing of a new system, as being research. Such developments are inventions, not research, even though they may be based on the findings of research. Locating a well-known fact, such as the date the American Library Association was founded, is not research but rather reference work. The formulation of a questionnaire and the tabulation of its answers are not research, although they may be a part of the research process. Research is known, first, by the materials it works upon, second, by the methods it employs, and, third, by the ends it seeks. It is governed by the principle of objectivity, and rejects all authority except that of valid evidence. Thought of in this manner, it serves as the foundation of all knowledge and understanding of the professions.

CONTINUOUS PROFESSIONAL GROWTH

In-service growth entails the working out of definite plans for continued education after pre-service training. A half century ago the administrators of medical schools, law schools, and theological seminaries considered their work as being done when graduates entered professional activity. It was soon discovered, however, that many members of the professions did not grow after going to work on the job.

Today, there is a marked tendency for these schools to develop programs of continued education, some on campus and some in the field. These programs are for the purpose of helping members improve their competence and update their knowledge of new developments. It involves such activities as meetings, classes, institutes, seminars, workshops, and the reading of professional literature.

There are at least two essential ingredients of professional advancement. First of all, it is a highly individual matter, with motivation coming from within. Secondly, it is a group objective inasmuch as growth may be stimulated, initiated, guided and evaluated by the professional association. Action by the individual together with an organized group effort results in effective professional growth. Without both ingredients, any program will be weak.

SOCIAL NECESSITY

One important reason for medicine and law being the envy of other vocations is that they have both demonstrated the ability to render services which, of necessity, are required by humanity. In view of this demonstrated ability and necessity, the public has been willing to pay well for such services. As a result, these professions continue to grow in inward ability and in outward strength. "Necessary performance" leads to constant growth and improvement through that performance.

In general, members of society assume that just being a doctor, or lawyer, or an engineer is, in itself, an exceedingly important matter. This feeling is lacking in the case of non-

professional occupations. The particular job on which the plumber is working is important, but not the nature of the work itself. The nature of professional work itself is important. Furthermore, a young person entering the accounting field, for example, must work a number of years performing relatively unimportant duties before advancing to highly important work.

What are the effects of unsatisfactory professional performance? Dealing directly with people, the practitioner's work affects people as individuals. This is why professional knowledge always must include an understanding of the individual as a human being and his relation to his environment, physical and social. When a physician, due to ignorance, is disloyal to patients, he endangers human life. When an engineer builds a faulty bridge, he endangers countless lives. The teacher, whether he is considered as a member of a profession or not, can weaken the foundations of society by teaching a false doctrine or influencing a young mind in the wrong direction.

Consider, in contrast, the bricklayer who does little more damage than to cheat his employer. The work of an unskilled or semi-skilled job-holder has little effect on society since his service is individual rather than social. Professional service, however, affects large social units. Unsatisfactory performance necessarily has a far-reaching influence.

It is largely through the work of professionals that the standard of living has reached such a high level in the United States. They are, to a very large extent, responsible for increasing life expectancy, for prolonging the productive years

of individuals, and for making more goods and services available to more people. Happiness, as a state of mind, is tied closely with the professions' responsibility to provide for the needs and wants of people.

Whether professional people like it or not, they are the ones to whom society looks for leadership. In a monarchy, leaders are chosen by fate; in a dictatorship, by power; but in a democracy or republic, responsibility lies with those in whom the people have confidence. The public has confidence in members of the professions for reasons previously discussed; e.g., intellectual attainment, personal integrity, and concern for the general welfare.

RECOGNITION BY PUBLIC

True professional status is not achieved merely by the members within an occupation calling themselves "professionals." There is a need for public recognition, which is compounded of faith, trust and confidence. Once this recognition is given, each new member of the profession inherits public goodwill and retains it as a personal advantage so long as he and his professional associates remain loyal to the ideals reflected in the calling.

In practice, the professional practitioner must have the confidence of individual members of society. Without it, the physician's prescription or treatment for his patient will be less than effective; the lawyer's service to his client will be only mediocre; and the librarian's contribution to the learning process of the patron will be nil or impaired. Effective

professional performance requires public confidence and recognition.

Related directly to the matter of recognition is a concept termed the "public image." Every profession and occupation has one whether it realizes it or not. The term refers to a popular conception of an occupation, to which members of society grant its own validity regardless of its conformity with objective fact. In other words, the public has a picture of every occupation, and this picture, although perhaps based only partly on fact, becomes valid through the reshaping of reality into conformity with itself. To be sure, human beings will complete their symbol of a profession or occupation. If they cannot compose a meaningful picture entirely on the basis of facts (and in many cases facts may not be sought) and reality, then they will do so by tapping their inexhaustible supply of fantasy.

The influence of an incorrect image is so powerful that it cannot be overlooked, or allowed to remain unattended. If the general public views librarians as timid, plain-looking individuals who perform work that anyone with average intelligence can perform, then the image has its own validity regardless of its conformity with objective facts.

Theoretically, if not realistically, there is a single public image of the librarian. Society draws a sharp distinction between the skilled doctor and the untrained person. It does not, however, draw such a distinction between the skilled librarian and the untrained layman. Perhaps one reason for this is that when the public sees a trained librarian performing clerical, routine tasks,

the effect is not one of raising the public's opinion of librarianship.

In order for an occupation to achieve professional recognition, it must be aware of its public image. As society becomes more complex, it is even more necessary for study to be made of the public image, because as society grows, a smaller and smaller proportion of what people know about their society is based on direct experience.

The professions of medicine, law and theology all have very favorable public images, not for one reason but for many reasons; i.e., fulfillment of the nineteen professional criteria presented in the earlier portion of this book. As mentioned earlier, the effects upon humanity of unsatisfactory performance in these areas are vital and far-reaching. In all probability, librarians will never be in a position to visualize the effects of their errors as ever being raised to the level of those made by physicians, lawyers, and engineers.

Changing the public image of librarians, or any other group, is a slow and difficult process. Especially is this true when the members of society feel no vested interest in correcting their impressions. Few people are deeply concerned about whether their impressions of librarians are accurate or not. In most cases, they are more interested in reinforcing the opinions they presently have, whether right or wrong.

Standards have a lot to do with public image. When standards for an occupation are raised, the upgrading of all other conditions tends to follow. Public esteem for a profession and self-respect

among the members tend to parallel the level of standards fixed for that profession.

STANDARDIZED TERMINOLOGY

As an occupation grows in importance, the number of words, terms and expressions used within that occupation also grows. Members coin new expressions and give new meanings to older words without regard to accepted usage. Eventually, the words come to have whatever meanings people wish to give them, and accurate communication becomes a problem. Conflicts come about even though the same words are used.

Members of professions are concerned with this problem of inaccuracy in vocabulary, and take steps to remedy it. Medicine, law, engineering, and theology all have dictionaries setting forth acceptable definitions of terms relating to their special fields. Many of the lesser recognized professions, including teaching, psychology, accounting, and social work also have developed instruments dedicated to the exactness of words and the artistry of precision. Mistakes in the professions are costly, and as Mark Twain stated it: "The difference between the right word and almost the right word is the difference between lightning and the lightning bug."

Acceptable definitions of professional terms require careful study and scrutiny of the many definitions set forth by various individuals in the field. Continued study of professional literature is required to bring definitions up to date and to select new terms to be defined. Members of professions often differ sharply on the precise significance to be attached to

many of the words and phrases that are part of their professional vocabulary. Such differences sometimes provoke serious controversy, but over a period of many years and many revisions the meanings of terms become standardized.

CHARACTERISTICS OF LIBRARY WORK

Library work involves many different types of activities, but all of them can be classified as either professional or nonprofessional. As in every occupation, there is a lot of nonprofessional activity in librarianship.

It is not an easy task to draw a sharp line between the two categories. The distinction is between professional tasks performed by skilled librarians, and work not of a professional nature which can be performed by any high school graduate having brief training on the job. Just how much time "professional" staff members spend on nonprofessional activities varies widely among librarians, and is not a matter for discussion here. Neither will an attempt be made here to classify library work into professional and nonprofessional categories. Only a description of the work that goes on in libraries will be presented, including the duties of library directors and other staff members. The reader can make his own judgment, based on the criteria set forth in this book, as to what tasks are truly professional in nature.

The DICTIONARY OF OCCUPATIONAL TITLES describes the duties of a librarian (as distinguished from a library director) in the following manner:

> Maintains library collections of books, serial publications, documents, audiovisual, and other

materials, and assists groups and individuals in locating and obtaining materials. Furnishes information on library activities, facilities, rules, and services. Explains and assists in use of reference sources, such as card or book catalog or book and periodical indexes to locate information. Describes or demonstrates procedures for searching catalog files. Searches catalog files and shelves to locate information. Issues and receives materials for circulation or for use in library. Assembles and arranges displays of books and other library materials. Maintains reference and circulation materials. Answers correspondence on specialized reference subjects. May compile list of library materials according to subject or interests. May select, order, catalog and classify materials. May plan and direct or carry out special projects involving library promotion and outreach activity, and be designated Outreach Librarian. May be designated according to specialized function as Circulation Librarian, Reference Librarian, etc.

Duties of the library director are somewhat different:

Plans and administers program of library services; submits recommendations on library policies and services to governing body, such as board of directors or board of trustees, and implements policy decisions. Analyzes, selects, and executes recommendations of personnel, such as department chiefs or branch supervisors. Coordinates activities of branch or departmental libraries. Analyzes and coordinates departmental budget estimates and controls expenditures to administer approved budget. Reviews and evaluates orders for books and audiovisual materials. Examines trade publications and materials, interviews publishers' representatives, and consults with others to select materials. Administers personnel regulations, interviews and appoints job applicants, rates staff performance, and promotes and discharges employees. Plans and conducts staff meetings and participates in community and professional meetings to discuss and act on library problems. Delivers book reviews and lectures to publicize library activities and services. Provides library public relation services. May examine and select materials to be discarded, repaired, or replaced. May be designated according to governmental subdivision served as City-Library Director; County Library Director.

Some of the administrator's more "professional" activities include the following:

1. Determining the number and kind of departments, and the scope of their functions.
2. Establishing policies, methods, and systems.
3. Initiating and carrying out new activities to make the library grow.
4. Determining reports, records, and statistics to be kept, and supervising their preparation.
5. Making community contacts and those with officials and higher authorities.
6. Conducting surveys.
7. Deciding upon the number and location of branches.
8. Preparing the library budget and applying for outside funds.
9. Supervising expenditures, buildings and equipment.
10. Making recommendations to the governing body.
11. Selecting and training employees.
12. Making rules and regulations governing employees and library operations.
13. Classifying employees and assigning duties.
14. Supervising personnel records.
15. Conducting staff meetings.
16. Making staff schedules.
17. Preparing efficiency reports.
18. Encouraging and supervising efficiency and self-improvement.
19. Writing articles for papers, magazines, and professional journals.
20. Arranging for the composition and distribution of posters, lists, and publicity material.
21. Delivering speeches.
22. Planning, organizing, coordinating, and evaluating overall library operations.

In an attempt to develop a standardized job description that generally indicates the qualifications, responsibilities and duties of the professional library director, the author offers the following:

QUALIFICATIONS:

Minimum requirements for the position of Library Director include:

1. A Master's Degree in the field of Library Science from an accredited graduate school.

2. A minimum of eight years of experience in the field of professional librarianship, administration and teaching. This experience should have been gained from time spent in each of the major areas of librarianship, rather than in just one area.

RESPONSIBILITIES AND DUTIES:

The Library Director is responsible to _____ for the following activities:

1. Assembling and organizing library materials and resources needed by the patrons; organizing these materials for use when and where they are needed; carrying out plans and objectives of the library; and keeping users informed of library resources and services.
2. Establishing procedures, policies, and systems that make for efficient library operation.
3. Planning, organizing, coordinating, and measuring the work activities of all library personnel.
4. Hiring, training, and supervising all library personnel, representing the staff in contacts with the administration, and assuming overall accountability for work performed in all areas, including:

Administration

Directing the educational role of the library; appointing and instructing personnel; purchasing supplies and equipment; preparing various types of reports relating to library operations; planning library services and layout; working with administrators, faculty, students, and the Library Committee; participating in professional organizations; communicating orally and through written correspondence; selecting and screening the purchase of library materials; assuring proper maintenance of library facilities; cooperating with other libraries and community organizations; planning future needs of the library in the areas of finance, building, equipment, staff, etc.; keeping informed of changes in the curriculum, methods of teaching, and administrative re-organizations which could affect the library.

Acquisitions

Ordering books, periodicals, recordings, filmstrips, tapes, film loops, supplies, and other library materials; verifying bibliographical information for ordering; checking bibliographies against library holdings; accounting for gifts; maintaining accurate acquisitions records.

Cataloging

Cataloging and classifying all types of learning media and library materials according to professional standards; searching for catalog information; typing, revising, and filing catalog cards; preparing books and materials for the shelves; maintaining cataloging statistics.

Circulation

Advising patrons on general use of the library; preparing periodic reports on circulation operations; developing and implementing circulation procedures covering reserve books, fines, overdues, etc.; promoting use of library resources; creating exhibits and displays; participating in library inventory.

Reference

Answering reference questions; preparing bibliographies; securing inter-library loans; teaching and promoting use of the library; selecting reference books to maintain a current and comprehensive reference collection.

Periodicals

Maintaining accurate records and complete runs of periodical subscriptions; preparing renewal orders for subscriptions; recommending and ordering microfilms of periodicals; sending selected periodicals to the bindery; contacting jobbers and publishers when subscriptions are not received; assisting patrons in the use of indexes and periodicals for research purposes; cataloging, processing, and maintaining material in the pamphlet collection.

Audiovisual

Acquiring, organizing, and promoting the use of instructional media and equipment; coordinating film, recording, video, photography and other non-print activities; creating nonprint materials.

5. Assisting in development of the annual library budget.
6. Cooperating as a team member with the library staff in performing any professional or nonprofessional duty essential to the achievement of efficient library operations.

(NOTE: A book titled "Library Job Descriptions" (42p., 1973, $3.00 pap.) is available from the author.)

All of these duties are aimed at one primary objective -

pushing back the frontiers of ignorance through the information and stimulation of learning materials. People must first know in order to act wisely. The goal of any educational institution is that of assisting people become autonomous, creative, inquiring and able to determine their own destinies; i.e., helping individuals achieve real sovereignty over their lives, giving them purpose and direction. Everything a professional librarian does is in the direction of this goal.

Certainly neither teachers nor librarians should be permitted to indoctrinate others with ideas that lead to conspiracies against the American government. If, however, they are not encouraged to promote the reading and study of criticism of <u>all</u> ideas and doctrines, regardless of their unpopularity, then the American republic has surrendered its freedoms of inquiry and expression. To surrender these freedoms is to adopt the totalitarian concept in which case only a single doctrine or system of beliefs is permitted. For obvious reasons, this is not desirable.

Indeed, the primary objective of professional librarians is an important one. It requires judgment and discretion. Frequently, it involves decision-making in situations where there is no applicable rule or principle to follow. From his (or her) theoretical and practical knowledge of librarianship and techniques, he decides upon the best course of action. Much of what he does is not merely routine or mechanical.

One important reason for the need to make a distinction between professional and nonprofessional duties is that it makes greater use of the unique qualifications and abilities of staff

members. The result is better library services. Job analysis in a library will frequently result in a reclassification of duties in which many tasks of a routine nature are eliminated or transferred to clerical personnel. As a result, the standing and prestige of the professional staff is increased in the eyes of both the public and other professional groups.

PUBLICATIONS FOR LIBRARIANS

1. MANAGEMENT CONCEPTS FOR IMPROVING LIBRARIES: A GUIDE FOR THE PROFESSIONAL LIBRARIAN. (40p., 1979, $3.95 paperback).
2. A HANDBOOK OF LIBRARY IDEAS: 150 INNOVATIVE PRACTICES FOR THE CREATIVE LIBRARIAN. (33p., 1977, $3.50 paperback).
3. LIBRARY JOB DESCRIPTIONS: EXAMPLES COVERING MAJOR WORK AREAS. (42p., 1973, $3.00 pap.).
4. CREATIVITY FOR LIBRARIANS: A MANAGEMENT GUIDE TO ENCOURAGE CREATIVE THINKING. (39p., 1973, $3.00 paperback).
5. THE AUDIO-TAPE COLLECTION: A LIBRARY MANUAL ON SOURCES, PROCESSING AND ORGANIZATION. (32p., 1973, $2.00 paperback).
6. THE FILMSTRIP COLLECTION: COMPLETE INSTRUCTIONS ON HOW TO PROCESS AND ORGANIZE. (25p., 1972, $2.00 paperback).
7. THE LIBRARY PICTURE FILE: A COMPLETE SYSTEM OF HOW TO PROCESS AND ORGANIZE. (11p., 1972, $1.00 paperback).

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